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ABSTRACT

This resource guide is designed for high school personnel to use when implementing Oregon standards for guidance and counseling programs, career education programs, and instruction in career development. It lists objectives, activities, resources, and places to visit under seven program goals as follows: (1) the student will realize that there are basic steps in making a decision; (2) the student will discover, understand, and develop interests, abilities, skills, and potentials; (3) the student will understand the educational opportunities and alternatives available; (4) the student will establish tentative career and educational goals; (5) the student will accept increasing responsibility for actions; (6) the student will develop skills in interpersonal relations; and (7) the student will utilize school and community resources. Samples of materials from 17 resources are included. (CML)

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HIGH SCHOOL CAREER GUIDANCE AND COUNSELING

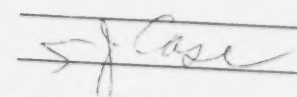
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RESOURCE

GUIDE

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HIGH SCHOOL CAREER GUIDANCE AND COUNSELING RESOURCE GUIDE

INTRODUCTION

The High School Career Guidance and Counseling Resource Guide is designed as a readily available resource for high school personnel to use when needing to strengthen objectives identified in the High School Career Guidance and Counseling Assessment and Planning Instrument.

This Guide is intended as a beginning point as you develop your own unique delivery system.

INTEGRATION OF STANDARDS

Oregon Standard 58I-22-702 outlines what is expected in order for a district to have a standard guidance and counseling program. Completing the Assessment and Planning Instrument will enable each district to identify its guidance and counseling program strengths and weaknesses and provide direction for planning an improved career guidance program which will support the educational and career development of students.

The Resource Guide lists activities and resources which counselors and career specialists can use to implement the following functions:

- * Demonstrate to students the importance and need for self-assessment as the first step in the process of career development.
- * Assist students in the interpretation of self-assessment tests.
- * Have knowledge of various sources of occupational information and be able to evaluate occupational information.
- * Utilize standard manuals and handbooks on occupation descriptions and selection.
- * Possess an understanding of labor market terminology and a facility to apply it where appropriate.
- * Initiate and update four-year education/career plan.
- * Encourage students to make tentative career decisions based on the results of the self-assessment and occupational information.

- * Assist student in the identification of gaps between the student's identified abilities and the required abilities for entry into the student's tentative career choices.
- * Assist students in precisely identifying their training needs to bring students to an entry skills level for the career pursued.
- * Understand the process for preparing students for job interviews.

Oregon Standard 581-22-405 requires that each school district implement plans for career education with goals for each instructional program. Each district shall provide career-related activities for every student through each instructional program at every grade level, K-1 through 12. Evidence of career planning is in the inclusion of career-related goals in the planned course statements for every required and elective course in grades 9-12. For high schools who do not have a career development class, some of the activities suggested in the Resource Guide could be used in other classes.

Oregon Standard 581-22-316 requires one-half unit (65 hours of instruction) of career development for each student during grades 9 through 12. These instructional hours must include experiences designed to assist them to: 1) evaluate previous career-related experiences; 2) explore areas of interest and aptitude in depth; and 3) make tentative decisions in keeping with their career education goals.

ACTIVITIES AND RESOURCES

Activities and resources listed in this Resource Guide are ideas for implementing the career development goals and objectives in grades 9-12. Career development activities were reviewed and selected from materials submitted by personnel from Oregon high schools.

Inclusion in this Resource Guide does not constitute endorsement but provides only a suggestion for local consideration and review.

DELIVERING THE OBJECTIVES

The format of the Resource Guide includes sample pages for each of the seven goals examined in the Assessment and Planning Instrument. To assist planner in implementing the seven goals, each page contains the following components:

- * Goal
- * Objective
- * Activities
- * Resources
- * Places to Visit

The Resource Guide will be most effective as an implementing tool if all staff members are actively involved in planning and implementing improvements for their school's Career Guidance and Counseling Program.

GOAL: 1.0 The student will realize that there are basic steps in making a decision.

OBJECTIVE: 1.1 The student will be able to identify factors which influence career decisions and career plans.

ACTIVITIES	RESOURCES	PLACES TO VISIT
1.1.1 Developing practical skills in Career Decision-Making * Exercise Booklet * Guide to Career Decision-Making Skills	1.1.1 Career Skills Assessment Program of the College Board 888 7th Avenue New York, New York 10106 (212)582-6210	1.1.1 Western Regional Office College Board Suite 228 2700 Augustine Drive Santa Clara, California 95061 (408)727-0406
1.1.2 Individual Learning Decision-Making Skills. Eight activities presented in the booklet: * Informal Decision-Making * Decision-Making Steps * Risk Taking * Information Gathering * Using Community Information * Data Input * Group Consensus	1.1.2 Career Guidance Techniques for Classroom Teachers	1.1.2 Available from Regional Coordinators
1.1.3 Career Planning and Decision-Making	1.1.3 Washington County Secondary Level Career Education Test Item Bank	1.1.3 Available from Regional Coordinators
1.1.4		

GOAL: 1.0 The Student will realize that there are basic steps in making a decision.

OBJECTIVE: 1.2 The student will be able to select a career area for exploration using a decision-making process.

ACTIVITIES	RESOURCES	PLACES TO VISIT
1.2.1 "Unlocking Your Potential" Video Series	1.1.1 Edge Learning Institute 7121 27th West Tacoma, Washington 98466 (206)455-1109 or Oregon National Guard Area Recruiter	1.2.1 Sandy High School
1.2.2 Exploration Activities	1.2.2 Career Information System Implementation Activities	
1.2.3 Career Day	1.2.3 Career Day plans, materials, sample letters, and evaluations	1.2.3 Klamath Falls School District
1.2.4 Quest Questionnaire	1.2.4 CIS Needlesort CIS Computer User's Handbook	
1.2.5		

GOAL: 1.0 The student will realize that there are basic steps in making a decision.

OBJECTIVE: 1.3 The student will be able to relate the choice of high school subjects to a career/educational plan.

ACTIVITIES	RESOURCES	PLACES TO VISIT
1.3.1 Ongoing Advisor/Advisee Program 1.3.2 Career Activity "Name That Job" 1.3.3	1.3.1.1 Career Guide Catalog 1.3.1.2 Advisory/Advisee Manual 1.3.2 CIS Preparation File (Skills, licensing, preparation, tips)	1.3.1.1 South Albany High School 1.3.1.2 Athena-Weston School District 1.3.2 Churchill High School

GOAL: 1.0 The student will realize that there are basic steps in making a decision.

OBJECTIVE: 1.4 The student will be able to initiate a four-year educational plan.

ACTIVITIES	RESOURCES	PLACES TO VISIT
1.4.1 High School Career Course Planner. There are four main steps to administering CCP: * Self-assessment * Match interests with occupational groups * Select preferred job groups and jobs * <u>Make a high school plan</u> 1.4.2 High School Planner 1.4.3 Initiate Career Folder 1.4.4	1.4.1 High School Career Course Planner CFKR Career Materials P. O. Box 437 Meadow Vista, California 95722 1.4.2 Career Information System 1.4.3 Student Educational and Career Portfolio	1.4.1 Madison High School 1.4.2 Harrisburg High School 1.4.3 Harrisburg High School

GOAL: 2.0 The student will discover, understand, and develop interests, abilities, skills and potentials.

OBJECTIVE: 2.1 The student will be able to understand one's potential as a person and as a future worker.

ACTIVITIES	RESOURCES	PLACES TO VISIT
2.1.1 Administer in grades 9-12 a variety of occupational self-assessment tests: * Interests * Aptitudes * Career Maturity * Work Values	2.1.1 Career Passport Manual for Counselors and Career Development Teachers "A Review of Occupational Instruments"	2.1.1 Available for OOICC September, 1986
2.1.2 Seminars, Symposium, Speakers	2.1.2 Project Success Seminar: * Futurist Magazine * Job Trend Publications	2.1.2 Churchill High School
2.1.3 "Choices"	2.1.3 Pacific Northwest Bell Room 3203 1600 7th Avenue Seattle, Washington 98191	2.1.3 West Albany High School
2.1.4 "Unlocking Your Potential" Video Series	2.1.4 Oregon National Guard Area Recruiter or Edge Learning Institute (See 1.2.1)	2.1.4 Harrisburg High School
2.1.5		

GOAL: 2.0 The student will discover, understand and develop interests, abilities, skills and potentials.

OBJECTIVE: 2.2 The student will be able to identify how personal aptitudes, interests, values and understanding of "self" relate to career choice.

ACTIVITIES	RESOURCES	PLACES TO VISIT
2.2.1 CIS Quest Questionnaire * Complete an Occupational Research Project * Research/Exploration paper on <u>a</u> career of my choice 2.2.2 "How to Explore the Wonderful World of Work" Film Strip Series 2.2.3	2.2.1 High School Career Guidance User's Handbook - Portland Public Schools 2.2.2 National Career Consultants 1721 W. Plano Parkway Plano, Texas 75075 (800) 527-4264	2.2.1 Madison High School 2.2.2 Sandy High School

GOAL: 2.0 The student will discover, understand and develop interests, abilities, skills and potentials.

OBJECTIVE: 2.3 The student will be able to compare self-assessment information with the requirements of different occupations.

ACTIVITIES	RESOURCES	PLACES TO VISIT
2.3.1 Locating Job Opportunities in Selected Occupations	2.3.1 Oregon Career User's Guide - Oregon Occupational Information Coordinating Committee (OOICC)	2.3.1 Available from OOICC
2.3.2 Aptitude Test Interpretation (group and individual)	2.3.2 ASVAB Composites	2.3.2 See 3.2.2.2
2.3.3 CIS Questionnaire Commands "Why Not?" "Attributes"	2.3.3 CIS	
2.3.4 CIS Job Search File	2.3.4 Informational Interview	
2.3.5		

GOAL: 3.0 The student will understand the educational opportunities and alternatives available.

OBJECTIVE: 3.1 The student will be able to identify appropriate steps for gaining entry-level employment in a selected career area.

ACTIVITIES	RESOURCES	PLACES TO VISIT
3.1.1 Informational Interview Site Visit	3.1.1 Interview Questions and Guidelines Sheet	3.1.1 Madison High School
3.1.2 Job Training Partnership Activities	3.1.2 Private Industry Councils/Service Delivery Areas	
3.1.3 Computer Search	3.1.3 CIS Preparation, Program and Job Search Files	
3.1.4 Career Center Exploration	3.1.4 Occupational Outlook Handbook U.S. Department of Labor Bureau of Statistics 415 Golden Gate Avenue Box 36018 San Francisco, California 94102	3.1.4 Molalla High School
3.1.5		

GOAL: 3.0 The student will understand the educational opportunities and alternatives available.

OBJECTIVE: 3.2 The student will be able to know characteristics and educational requirements for different occupations.

ACTIVITIES	RESOURCES	PLACES TO VISIT
3.2.1 Computer Search 3.2.2 Aptitude Interpretation - 12 - 3.2.3	3.2.1 CIS Description Files 3.2.2.1 General Aptitude Test Battery (GATB) 3.2.2.2 ASVAB	3.2.2.2 Janice Carson ASVAB Test Specialist Portland MEPCOM 2107 NE Columbia Blvd. Portland, Oregon 97211-1987 (503)221-2749 or (503)221-3894

GOAL: 3.0 The student will understand the educational opportunities and alternatives available.

OBJECTIVE: 3.3 The student will be able to formulate tentative conclusions about career choices based upon available occupational and educational information.

ACTIVITIES	RESOURCES	PLACES TO VISIT
3.3.1 Computer Search 3.3.2 Visitations to Post-Secondary Institutions/College Day - 13 - 3.3.3 Career Alternatives 3.3.4 ASVAB Workbook 3.3.5	3.3.1 CIS Program File 3.3.2.1 Oregon Private and Public Post-Secondary Institutions "Choice-Excellence-Opportunity-Oregon" 3.3.2.2 "Oregon College Guide: A Guide to Oregon's Public and Independent 2-year and 4-year Colleges and Universities" 3.3.3 Apprenticeship Schools Military 3.3.4 ASVAB	3.3.2.1 Office of School Relations Oregon System of Higher Educ. P. O. Box 3175 Eugene, Oregon 97403 3.3.2.2 See 3.3.2.1 3.3.4 See 3.2.2.2

GOAL: 4.0 The student will establish tentative career and educational goals.

OBJECTIVE: 4.1 The student will be able to make a tentative career choice using accumulated self-assessment and occupational/educational information.

ACTIVITIES	RESOURCES	PLACES TO VISIT
4.1.1 See Goal 2.1 4.1.2 CIS Quest 4.1.3 CIS Explore 4.1.4	4.1.2 Career Information System 4.1.3 Career Information System	4.1.1 Churchill High School 4.1.3 Sandy High School

GOAL: 4.0 The student will establish tentative career and educational goals.

OBJECTIVE:

4.1 The student will be able to update annually the four-year educational plan to coincide with developing career/educational plans and actual educational attainments.

ACTIVITIES	RESOURCES	PLACES TO VISIT
4.2.1 Review and update four-year educational plan	4.2.1.1 Educational Plan Card Career Development Planning Guide 4.2.1.2 Student Educational/Career Portfolio 4.2.1.3 Career Packet	4.2.1.1 Portland Public Schools Cleveland High School Madison High School 4.2.1.2 Harrisburg High School 4.2.1.3 Mountainview High School
4.2.2		

GOAL: 4.0 The student will establish tentative career and educational goals.

OBJECTIVE: 4.3 The student will be able to relate essential learning skills to career/occupational skills that are required for success in the world of work.

ACTIVITIES	RESOURCES	PLACES TO VISIT
4.3.1 Career Cluster Analysis 4.3.2 CIS Explore 4.3.3	4.3.1.1 CIS 4.3.1.2 Occupational Outlook Handbook 4.3.2 Career Information System	4.3.1.1 and 4.3.1.2 Churchill High School 4.3.2 Sandy Union High School

GOAL: 4.0 The student will establish tentative career and educational goals.

OBJECTIVE: 4.4 The student will be able to relate employability skills to career/occupational skills that are required for success in the world of work.

ACTIVITIES	RESOURCES	PLACES TO VISIT
4.4.1 Employability Skills 4.4.2 CIS Skills Program 4.4.3 Career Packet 4.4.4 The Career Planning Workshop (A Student Workbook) 4.4.5	4.4.2 Career Information System 4.4.3 Student Packet 4.4.4 EDN Corp. Jenkintown, Pennsylvania 19046 or Oregon National Guard Area Recruiter	4.4.1 Sandy Union High School 4.4.3 Glencoe High School

GOAL: 5.0 The student will accept increasing responsibility for actions.

OBJECTIVE: 5.1 The student will be able to demonstrate increasing responsibility for work attitudes and habits in a school setting.

ACTIVITIES	RESOURCES	PLACES TO VISIT
5.1.1 School Attendance Policy 5.1.2 Progress Toward Graduation 5.1.3 "Choices" (See 2.1.3) 5.1.4	3.1.3 Pacific Northwest Bell	5.1.3 Churchill High School

GOAL: 5.0 The student will accept increasing responsibility for actions.

OBJECTIVE: 5.2 The student will be able to describe expectations on-the-job in terms of conduct and job responsibilities.

ACTIVITIES	RESOURCES	PLACES TO VISIT
5.2.1 "Choices" (See 2.1.3) 5.2.2 School Store 5.2.3 Coop. Work Experience 5.2.4 Employer/Career Fair 5.2.5	5.2.1 Pacific Northwest Bell	5.2.1 Churchill High School 5.2.2 Churchill High School

GOAL: 6.0 The student will develop skills in interpersonal relations.

OBJECTIVE:

ACTIVITIES	RESOURCES	PLACES TO VISIT
6.0.1 Examine curriculum of "Personal Finance"		

GOAL: 6.0 The student will develop skills in interpersonal relations.

OBJECTIVE: 6.1 The student will be able to demonstrate, either in simulation or actual situations, desirable job search skills.

ACTIVITIES	RESOURCES	PLACES TO VISIT
6.1.1 CIS Job Search	6.1.1 Career Information System	6.1.1 Churchill High School
6.1.2 "On the Right Track"	6.1.2 Career Planning Packet	6.1.2 Central Linn High School
6.1.3 Regional Skills Contests		
6.1.4 Vocational Clubs		
6.1.5		

GOAL: 6.0 The student will develop skills in interpersonal relations.

OBJECTIVE: 6.2 The student will be able to demonstrate the skills required in working with and for others in a work setting.

ACTIVITIES	RESOURCES	PLACES TO VISIT
6.2.1 "Communicating Effectively" Film - 22 - 6.2.2 Clubs and School Organizations 6.2.3 Coop. Work Experience 6.2.4	6.2.1 Arthur Barr Productions Bob Gergen, Distributor 12841 Martha Ann Drive Rossmoor, California 90720 (213)793-6153	6.2.1 Churchill High School

GOAL: 6.0 The student will develop skills in interpersonal relations.

OBJECTIVE: 6.3 The student will be able to describe appropriate employer/employee relations.

ACTIVITIES	RESOURCES	PLACES TO VISIT
6.3.1 Career Planning Packet 6.3.2 Coop. Work Experience 6.3.3	6.3.1 An individualized program	6.3.1 Central Linn High School

GOAL: 7.0 The student will utilize school and community resources.

OBJECTIVE: 7.1 The student will be able to select school and community resources for use in exploring career choices.

ACTIVITIES	RESOURCES	PLACES TO VISIT
7.1.1 Business Partnership 7.1.2 CIS Visit File 7.1.3 Career Mentor Program 7.1.4 Community College Linkage 7.1.5	7.1.2 Career Information System 7.1.3 In conjunction with Service Clubs.	7.1.1 Churchill High School

GOAL: 7.0 The student will utilize school and community resources.

OBJECTIVE: 7.2 The student will be able to tell how to apply for a job training program in a career choice.

ACTIVITIES	RESOURCES	PLACES TO VISIT
7.2.1 Career Center Job Listings 7.2.2 JTPA, CSC, YES - 25 - 7.2.3	7.2.2 Private Industry Councils, Community Services Consortia	7.2.2 Crescent Valley High School Corvallis High School

GOAL: 7.0 The student will utilize school and community resources.

OBJECTIVE: 7.3 The student will be able to project the "next step" in career preparation using information obtained from school and community resources.

ACTIVITIES	RESOURCES	PLACES TO VISIT
7.3.1 College Day and/or College Visitations 7.3.2 Coop. Work Experience 7.3.3 Career Packet 7.3.4 Survivor Skills for Non-Planners 7.3.5	7.3.3 Individualized Student Packet	7.3.3 Glencoe High School 7.3.4 Churchill High School



**IDEAS
FOR A
RESOURCE KIT**

A GUIDE FOR A RESOURCE KIT

The purpose of a Resource Kit is to enhance the planning, implementing, and evaluating of the High School Career Guidance and Counseling Program.

The following materials have been reviewed and are suggested for inclusion in a self-made Resource Kit. Items 1 through 4 are available to schools at no costs. Items 5 through 13 are housed at the local ESD and may be borrowed or copied. Remaining resources may be purchased directly.

1. **OREGON CAREERS TABLOID**

Oregon Occupational Information Coordination Committee
875 Union Street, NE
Salem, Oregon 97311
(503)378-8146

This annual **newspaper** is published by the Oregon Employment Department and the Oregon Occupational Information Coordinating Committee. It includes descriptions and simple analyses of more than 300 key Oregon occupations as well as articles of interest to those in the job market. Topics include labor trends, job search, educational and on-the-job training sources, and state economic issues.

AVAILABLE TO SCHOOLS AT NO CHARGE FROM OOICC.

2. **OREGON CAREER USER'S GUIDE**

Oregon Occupational Information Coordinating Committee
875 Union Street, NE
Salem, Oregon 97311
(503)378-8146

The Guide is designed to assist teachers and counselors with use of the Oregon Career Tabloid. It includes articles, follow-up activities, and resources to promote further career exploration and an understanding of local, state and national labor market forces and resources.

All activities, worksheets and other materials in the guide may be reproduced for classroom or workshop use.

The Guide is up-dated annually.

AVAILABLE TO SCHOOLS AT NO CHARGE FROM OOICC.

3. **CAREER PASSPORT MANUAL: "A REVIEW OF OCCUPATIONAL INSTRUMENTS"**

Oregon Occupational Information Coordinating Committee
875 Union Street, NE
Salem, Oregon 97311
(503)378-8146

Written and recently up-dated by Art Terry, this annotated bibliography of career and vocational guidance instruments provides the following information about each instrument:

Name of Test
Publisher
Target Population
Time
Cost of Materials (specimen sets)
Scoring
Report format for Individuals
Additional Comments of Interest to Individuals
Published Reviews

WILL BE AVAILABLE FROM OOICC, FALL, 1986. NO CHARGE.

4. **CHOICES: A SEMINAR FOR 9TH AND 10TH GRADE STUDENTS**

Pacific Northwest Bell
Room 3203
1600 7th Avenue
Seattle, Washington 98191
In Oregon (503)242-5574

"Choices" has been developed by Pacific Northwest Bell as a "thought-provoking introduction to the realities of life after high school". Concerned about the number of applicants unable to pass pre-employment tests, PNB designed the program to help students develop an understanding of the importance of education "today" to prepare for "tomorrow". One way to do this is to explain the nature of the job market and the importance of making informed decisions in the use of time.

"Choices" is a two-class period presentation given on consecutive days by trained PNB managers.

"CHOICES" IS OFFERED FREE TO SCHOOLS UPON REQUEST.

5. CAREER AND VOCATIONAL GUIDANCE FOR SPECIAL NEEDS STUDENTS

Disadvantaged and Handicapped Vocational Education
Staff Development Project, 1980

Marion ESD
3180 Center Street, NE
Salem, Oregon 97301
(503)588-5330

The emphasis of the 1980's is a heightened awareness of individual rights and achievement of equal opportunities.

An increasing number of young persons who are disadvantaged and handicapped are now attending regular school and are being integrated into regular classrooms. These students, like all students, require a variety of pupil personnel services.

This Handbook is designed to help serve the guidance and counseling needs of the handicapped/disadvantaged student population by providing resources information for secondary school and community college administrators and all teaching and counseling staff.

While the information contained in this Handbook has universal application, the actual data, references to educational materials and examples used reflect, primarily, patterns within Oregon secondary schools and community colleges.

107 pages. Selected pages enclosed.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

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CHART 3

BARRIERS TO CAREER AND VOCATIONAL FULFILLMENT
AND
SPECIFIC GUIDANCE AND COUNSELING TECHNIQUES TO
OVERCOME BARRIERS

BARRIERS	GUIDANCE/COUNSELING TECHNIQUES
I. <u>Factors Involving Attitudes</u>	
A. Lack of Knowledge Regarding the Abilities of Special Needs Students to Compete in the Open Labor Market	-Introduce handicapped/disadvantaged/LEP workers from the community to the student as role models -Have workers describe the adaptations they were required to make in order to enter the world of work -Work with staff to develop simulation games to acquaint the student with the world of work -Utilize role playing involving special needs students and non-handicapped/non-disadvantaged peers -Develop community contacts which would encourage employers to hire special needs students -Through proper assessment and program placement, channel students into vocational preparation where they can obtain skills to compete (not unskilled or underpaid jobs) -Provide staff inservices to dispel idea of "tracking" and stereotyping these students, creating "self-fulfilling prophecy" mode. -Encourage career exploration, work experience, on-the-job training for no pay and pay
B. Inappropriate Expectancy on the Part of Society	-Plan inservices and classroom guidance activities to make students, staff and community aware of cultural differences and successes of special needs workers in a variety of jobs -Work with staff to provide summaries on class content so students and parents can be made aware of course outline and expectations and plan for resource assistance -Work with staff and industry to break down competencies into understandable and attainable tasks.

Special Needs Area	Classifications	Possible Cues/ Behavior Patterns	Guidance/Teaching Strategies
Handicapped (continued)	7. <u>Other Health Impaired</u> (continued) 8. <u>Learning Disabled (LD)*</u> Student who possesses a specific and significant organically-based disorder which affects perceptual, integrative, and/or expressive processes; may be manifested in marked inability to listen, think, speak, write, spell, or do mathematical calculations.	a. Difficulty in reading, writing, arithmetic, spelling, and language skills b. Hyperactivity* and hypoactivity* c. Distractibility d. Poor physical coordination e. Poor organization of tasks f. Disorders of memory and thinking g. Lack of resourcefulness h. Repeated history of academic failure	- faucets set safe temperatures with convenient controls - rails, work tables, and properly designed aisles to accommodate students - convenient areas to hang or put away crutches Learning Disabled students succeed and learn best in a situation where the educator: 1) <u>Adapts instructional approach and materials to student's best learning modality</u> a. Uses predominately visual means of communication if student has auditory disabilities b. Uses predominately auditory means of communication if student has visual disabilities 2) <u>Uses a variety of materials to present lessons and concepts (particularly program on "how to learn")</u> 3) <u>Uses frequent rewards for paying attention</u> 4) <u>Exaggerates differences between similar looking letters, numbers and words</u>

6. **IMPROVING CAREER GUIDANCE PROGRAMS: A SECONDARY COUNSELOR'S HANDBOOK**

Oregon Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97310
(503)378-3596

This Handbook, published in 1979, was developed by the Northwest Regional Educational Laboratory under a contract with the Oregon Department of Education.

Section I provides strategies and techniques to aid in building a new career guidance program or reformulating one already in operation.

Sections II and III are supplementary resource sections.

The manual advocates using career guidance as a constructive way of integrating, focusing and defending the frequently fragmented and unrelated activities in a guidance and counseling program.

151 pages. Sample pages enclosed.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

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• Minimum Standards	
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• Student Needs Assessment	
• Program Needs Assessment	
• Handicapped Legislation	
• Title IX Legislation	
• Community Relations	
• Guide Groups	
• Student Profile	
• Counselor Time Inventory	
• Program Profile	
• Evaluation Plan	

The chapters in Section I provide strategies and approaches to help you find answers to the following questions. Identify which ones are your priority concerns and then refer to the appropriate pages.

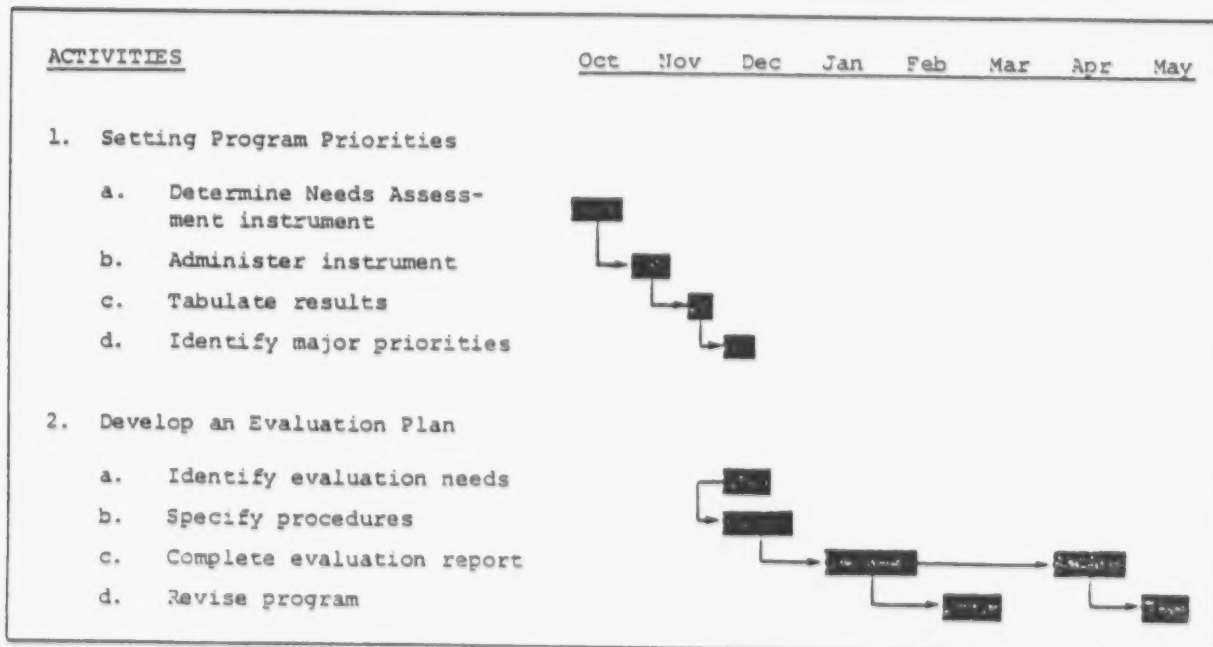
	<i>Turn to page(s):</i>
Have you developed a planning strategy?	9, 10, 11
Are program goals and priorities set out for the coming year?	14 - 18
Have you assessed your current program and uncovered its strengths and weaknesses?	19 - 22
Have you assessed the needs of students?	22 - 24
Have you specified objectives for each program goal?	27 - 31
Have you clearly spelled out activities necessary for accomplishing each program objective?	31, 32
Have you taken a thorough look at your alternatives?	33 - 36
Have you figured out strategies to get support for your program?	12, 13; 37 - 44
Have you assessed staff competencies and developed a staff training plan?	45 - 50
Do you have a time line for implementing your program?	53
Are you aware of potentially successful implementation strategies?	54 - 60
How are you using your time, personal resources and skills?	62 - 70
Have you developed an effective evaluation plan?	71 - 80

A timeline helps you recognize the relationship among component parts of your program (e.g., an evaluation plan cannot be determined before program objectives are decided upon). The timeline aids in planning activities that should occur concurrently (e.g., a needs assessment survey can occur while staff assess present time commitments). Finally, a timeline helps you set tentative deadlines for specific projects.

"Plan ahead. Think about the forces that you can mobilize to move the idea."

--Counselor
Administrator

A timeline is not meant to be carved in stone or followed on an hour-by-hour basis. You should make it flexible, include only steps critical to completion of the task, and set target dates by negotiating with other responsible staff members. If other counselors or teachers consider the timeline totally unrealistic, chances are they will subtly or not so subtly resist meeting deadlines. The following is an example of a timeline for two major program tasks, setting program priorities and developing an evaluation plan:



Guidance Program Needs
Assessment

SCHOOL CAREER GUIDANCE PROGRAM: NEEDS ASSESSMENT*

Concept Target	Guidance Approaches	STRONG	MODERATE	NO
1. Guidance is reaching <u>All</u> People.	a. Guidance is integrated into the curriculum to reach all students.			
	b. Teachers and counselors share responsibility for guidance.			
	c. A career resource center provides occupational, avocational information, student data, assessments, procedures and counseling is known and available to all age groups in the community.			
	d. Community resources are used in the guidance process. Program goes beyond limits of school walls.			
	e. Varied needs are recognized by specific programs with clear goals: such as special problems of young women and minorities.			
2. Life Roles	a. Concentration is on development of individual's capabilities of making choices.			
	b. Career development is recognized as integral part of life development.			
	c. Roles other than "job" are recognized.			
	d. Development of a positive self-concept and success and satisfaction in life's roles are promoted by specific activities which are checked by adequate followup.			
3. Comprehensive Delivery System	a. The total environment of student is recognized and used in the program.			
	b. Work among agencies is coordinated on a planned basis.			
	c. Career resource centers are located in community.			

* Developed by the Career Guidance Project, Portland Public Schools,
Louise Lothspeich, Project Director

7. HIGH SCHOOL CAREER GUIDANCE USER'S HANDBOOK

Portland Public Schools
501 N. Dixon Street
Portland, Oregon 97227
(503)249-2000

This handbook is designed as a readily available resource for personnel to use when meeting the Oregon Career Development credit requirement.

Section I contains background information on a Career Development program and an outline for a career exploration class.

Section II contains suggested student activities and worksheets to document the credit.

Section III contains samples of resource materials.

112 pages. Sample pages are enclosed. Revised in 1985.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

For additional information, contact: Cathy Williams
Madison High School
2735 NE 82nd Street
Portland, Oregon 97220
(503)255-6810 ext. 65

GRADE 11 - ACTIVITY #19

ACTIVITY WORKSHEET
MOCK INTERVIEW

NAME _____
 (last) (first) (initial)
CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

List strong points and weak points of the interviewee, ie appearance, mannerisms, speech, appropriate dress, manners, well prepared for interview, etc.

INTERVIEWEE #1

Strong Points

Weak Points

INTERVIEWEE #2

INTERVIEWEE #3

Which applicant being interviewed would you hire and why?

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

ACTIVITY WORKSHEET
FIELD TRIP

NAME _____
(last name) (first name) (initial)
CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

Where did you go? _____

Prove it. _____

Date of trip _____

What do they make (product) or do (service) ? _____

List the jobs you observed:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Write your feelings about the kinds of jobs you observed:

File in your Career Education folder.

PERSONALITY QUESTIONNAIRE

The following test is designed to help you discover your own positive personality qualities. Answer each question by "Yes" or "No" on a separate sheet of paper.

1. If you make a promise, do you always keep it? (Yes No)
2. If someone, a friend or a co-worker, or a member of your family is in need of help, do you give that help carefully? (Yes No)
3. Are you frequently witty in a sarcastic way? (Yes No)
4. Do you have a tendency to gain attention by "topping" the remark made by the previous speaker in a conversation? (Yes No)
5. Are you usually ill at ease with strangers? (Yes No)
6. Are you critical of others when you feel they are at fault? (Yes No)
7. Can you usually avoid being bossy? (Yes No)
8. Are you able to avoid making fun of other people when they are not present? (Yes No)
9. Do you frequently laugh at the mistakes of others? (Yes No)
10. When others make mistakes (in grammar or in pronunciation, for example) do you correct them? (Yes No)
11. Do you smile easily? (Yes No)
12. Are you able to praise and compliment other people easily? (Yes No)
13. Do you frequently try to reform other people? (Yes No)
14. Are you able to keep your personal troubles to yourself? (Yes No)
15. Are you suspicious of other people's motives? (Yes No)
16. Do you frequently borrow the belongings of others? (Yes No)
17. Do you enjoy gossip? (Yes No)
18. Are you able to keep out of other people's business most of the time? (Yes No)
19. Do you avoid talking about yourself and your successes most of the time? (Yes No)
20. Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs? (Yes No)

If you are well-liked by most of your acquaintances, you will probably answer "Yes" to Questions 1, 2, 7, 8, 11, 12, 14, 18, and 19. Your "No" answers should be to Questions 3, 4, 5, 6, 9, 10, 13, 15, 16, 17, and 20. Give yourself five points for each answer you wrote that corresponds to the instructions given. If your total score is below 70, you need to work on more positive traits.

Taken from "Personality Development for Work" Southwestern Publishing.

AN EXPLANATION

This handbook is designed as a readily available resource for personnel to use when meeting the State of Oregon's required one-half credit in Career Development.

Section I contains background information on a Career Development Program.

Section II contains suggested student activities and worksheets to document the credit. Some activities will refer you to samples of commercial materials in Section III. Also, in Section II the same form is used for the same activity as it appears each year on the checklist.* These forms are:

1. Essay Activity Sheet - Used for Activities 3, 12, 23, 27.
2. Interest & Aptitude Surveys - Used for Activities 5, 11, 21, 24
3. Four-Year Educational Plan - Used for Activities 8, 13, 22, 29
4. Field Trip - Used for Activities - 9, 15, 23.
5. Speakers - Used for Activities 10, 14, 20, 28.

Section III contains the samples of the resource materials that are available through central ordering by contacting the Career Center at Madison High School.

*The checklist used in Section III was developed by Cathy Witte, John Marshall High School. Your school may use either the PPS checklist (See Section III) or one of your own design.

NOTE: ALL ACTIVITIES SHOULD BE RECORDED IN THE STUDENT'S BLUE CAREER FOLDER UPON COMPLETION OF AN ACTIVITY.

8. **CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS**

A cooperative Region X, Four-state (Oregon, Alaska, Idaho, Washington) Project, 1976.

This series of career guidance activities focuses on the eight basic competencies that were identified and validated as needed by teachers as they integrate career guidance into regular classroom activities.

Each packet, containing 14-26 pages, provides a selection of student activities. Applicable grade level and suggested classroom setting is indicated.

Packets included are:

- Valuing
- Decision-making
- Life-style
- Community Resources
- Working Relationships
- Occupational Information
- Parental Involvement
- Tests

Sample pages are enclosed.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

DESCRIPTIVE ACTIVITY TITLE: Value Collage

GOALS: To help students identify their values.

GRADE LEVEL X JH
X HS
 PHS

MATERIALS REQUIRED

Construction Paper
Magazines

PHYSICAL SETTING

Classroom or at home

GROUP SIZE: Any

TIME REQUIRED: 1 hour

PROCEDURE:

1. Using construction paper cut a silhouette of yourself.
2. Find pictures, phrases, words, etc., from magazines that express something about you or something you value about your career.
3. After placing the images on the silhouette, share the collage with the group.

DESCRIPTIVE ACTIVITY TITLE: Changes in Life-style.

GOALS: Illustrate that circumstances in life will inevitably alter life-styles.

MATERIALS REQUIRED

None

PHYSICAL SETTING

Class

GRADE LEVEL: ☒ JH
☒ HS
☒ PHS

ADAPTABLE TO:

☐ FA ☐ Sci.
☐ LA ☐ SS
☐ M ☐ V
☐ PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Divide into groups of five. Each group comes to a consensus of the way the listed situation will affect one's life-style with only the information given below.
2. Report the conclusions to the entire class. The purpose is to point out that life-styles may change in varying directions even when similar occurrences happen to different people.

Situations

1. A physician receives \$100,000 tax free.
2. A salesman is transferred from Colorado to Alabama.
3. A police officer's wife, who was not working, takes a job as an advertising agent.
4. An accountant trainee's wife gives birth to triplets.
5. An auto mechanic loses his job, the only family income.
6. A loader is promoted to dock foreman.
7. A teacher's youngest child graduates from high school.
8. A fruit farmer loses the year's crop due to a late freeze.
9. A lawyer has an accident which results in a \$10,000 medical bill.
10. A computer operator's wife decides to terminate work as he is making \$16,000 a year now and she was making \$6,000.

DESCRIPTIVE ACTIVITY TITLE: The Relationship
Scale

GRADE LEVEL: ☐ JH
☒ HS
☒ PHS

GOALS: To understand what occupations lend themselves to close relationships and what occupations promote impersonal, conversational relationships.
Identify relationship levels inherent in each occupation.
Decide where each occupation is on the Relationship Scale.

ADAPTABLE TO:
☐ FA ☐ Sci.
☐ LA ☐ SS
☐ M ☐ V
☐ PE ☒ Any

GROUP SIZE: Any

TIME REQUIRED: Open

MATERIALS REQUIRED:

PHYSICAL SETTING

Classroom

PROCESS:

1. Read and understand the following Relationship Scale:
 - a. Interpersonal and highly confidential relationships
 - b. Personal interaction and relationships
 - c. Friendly and general conversation
 - d. Casual talk and discussion
 - e. Short question and answer responses
 - f. Seldom responding
 - g. No human interaction.
2. List 10 occupations you are interested in.
3. What levels of relationships would each of the 10 foster?
4. Check with DOT, Occupational Outlook Handbook, or interview or observation or by other means see if your choices are correct.
5. Write specific activities of each occupation that would support the level of relationship you have indicated.

9. **CAREER/VOCATIONAL GUIDANCE COMPETENCIES FOR EDUCATORS
AND COMMUNITY RESOURCE PERSONNEL**

A cooperative Region X, Four-state (Oregon, Alaska, Idaho, Washington)
Project, 1978.

This set of six Career/Vocational Guidance Packets was developed as a
follow-up to the 1976 project to identify and develop basic teacher competencies
in career guidance. While the materials are intended for use by educators
and community resource people, many activities are applicable for use
with students.

Each packet, containing 10-15 pages, includes a number of activity sheets
(which can be duplicated) and learning exercise supplements, and are intended
to help learners expand their horizons and relate school and work in a realistic
manner.

Packets included:

Purpose and Planning - The purpose of resource personnel involvement
in career/vocational guidance activities and
cooperatively planning activities.

Preparation and Follow-through - Preparing learners for career/vocational
guidance experiences and conducting
follow-through activities.

Presenting Information - Presenting information appropriate to the
career development level, interest and
needs of the individual learner.

Occupational Elements - Communicating realistically the elements
of the occupation, including the importance
of getting along with people on the job.

Feed Back - Career/vocational guidance activity feedback.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

10. **WASHINGTON COUNTY SECONDARY LEVEL CAREER EDUCATION TEST
ITEM BANK**

Washington County ESD
17705 NW Springville Road
Portland, Oregon 97229
(503)645-4242

The Test Item Bank was developed in 1983 by the Washington County Career Education Evaluation Project for the Oregon Department of Education. It provides 103 field-tested and validated test items to be used to facilitate the construction of teacher-made tests to assess student performance in the area of career education.

Test item cards can be arranged in a photocopy template to produce a photocopy master.

Content strands cover the following areas:

- Decision-making Process
- Decision-making Applied to Career Choices
- Factors Influencing Career Choices
- Career and Occupational Information
- Job Application
- Job Interview
- Responsible Behavior
- Positive Interpersonal Skills Between Workers and Supervisors
- Positive Interpersonal Skills Between Co-Workers

The Bank provides cross-referencing.

Sample pages are enclosed.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

TABLE OF CONTENTS

- I. Identification of Washington County Secondary Level Career Education Content Strands
- II. Summary of Secondary Level Career Education Test Items by Content Strand
- III. Listing of Secondary Level Test Items by Content Strand
 - A. 100 Decision-Making Process
 - B. 200 Decision-Making Applied to Career Choices
 - C. 300 Factors Influencing Career Choices
 - D. 400 Career and Occupational Information
 - E. 500 Job Application
 - F. 600 Job Interview
 - G. 700 Responsible Behavior
 - H. 800 Positive Interpersonal Skills Between Workers and Supervisors
 - I. 900 Positive Interpersonal Skills Between Co-Workers
- IV. Relationship Between Washington County Secondary Level Career Education Content Strands and Other Commonly Used Oregon Career Education Goals
 - A. State of Oregon Career Education Goals
 - B. Career Awareness/Exploration Curriculum Kits Course Goals - Grades 9-12
 - C. Washington County District Level Goals

SUMMARY OF SECONDARY LEVEL CAREER EDUCATION
TEST ITEMS BY CONTENT STRAND

<u>Content Strands</u>	<u>Number of Test Items In Secondary Level Test Item Bank</u>
Career Planning and Decision-Making	
100 Decision-Making Process	9
200 Decision-Making Applied to Career Choices	15
300 Factors Influencing Career Choices	18
400 Career and Occupational Information	10
Subtotal	52
Job Acquisition and Retention	
Job Acquisition	
500 Job Application	10
600 Job Interview	10
Job Retention-Positive Work Habits and Attitudes	
700 Responsible Behavior	11
800 Positive Interpersonal Skills Between Workers and Supervisors	11
900 Positive Interpersonal Skills Between Co-Workers	9
Subtotal	51
TOTAL	103

4/15/83

WASHINGTON COUNTY SECONDARY LEVEL
CAREER EDUCATION TEST ITEM BANK CATALOG

CONTENT STRAND: **200** **DECISION-MAKING APPLIED TO CAREER CHOICES**

ITEM NUMBER	ANSWER KEY	RELATED ITEMS
CES 201	1	
CES 202	4	
CES 203	3	
CES 204	4	
CES 205	2	
CES 206	3	CES 207, CES 208, CES 209, CES 210
CES 207	2	CES 206, CES 208, CES 209, CES 210
CES 208	4	CES 206, CES 207, CES 209, CES 210
CES 209	2	CES 206, CES 207, CES 208, CES 210
CES 210	3	CES 206, CES 207, CES 208, CES 209
CES 211	4	CES 212, CES 213, CES 214, CES 215
CES 212	2	CES 211, CES 213, CES 214, CES 215
CES 213	2	CES 211, CES 212, CES 214, CES 215
CES 214	2	CES 211, CES 212, CES 213, CES 215
CES 215	4	CES 211, CES 212, CES 213, CES 214

ADDITIONAL CONTENT STRANDS WHICH MAY PROVIDE USEFUL ITEMS:

- 100** **DECISION-MAKING PROCESS**
- 300** **FACTORS INFLUENCING CAREER CHOICES**
- 400** **CAREER AND OCCUPATIONAL INFORMATION**

4/15/83

Relationship of
Washington County Secondary Level Career Education Content Strands
to

CAREER AWARENESS/EXPLORATION CURRICULUM KIT COURSE GOALS - GRADES 9-12

Career Awareness/Exploration Curriculum Kit
Course Goals - Grades 9-12*

Content Strands

	100	200	300	400	500	600	700	800	900
4.1 The student will be able to identify and participate in a decision-making process.	•	•							
4.2 The student will develop an awareness of how basic methods of communication help individuals complete work tasks and participate in life roles.			•				•	•	•
4.5 The student will be able to understand and develop effective interpersonal relationship skills.								•	•
4.6 The student will be able to demonstrate proper job application procedures.					•	•			
4.7 The student will be able to develop communication skills required for entry level employment or advanced training.						•		•	•
4.8 The student will be able to demonstrate knowledge of problem-solving and decision-making skills.		•							
4.9 The student will be able to demonstrate basic interpersonal skills for advanced training or entry level employment.								•	•
5.1 The student will be able to demonstrate that occupations require degrees of physical movement.			•						

Continued Next Page

* Only those goals related to the content strands have been listed.

II. SMALL SCHOOL CAREER EDUCATION CURRICULUM GUIDE

Malheur County ESD
Sam Banner, Regional Coordinator
Box 610
Vale, Oregon 97918
(503)473-3138

This is a sample curriculum for a career development class especially designed to be used in a small school, developed by Becky Seiders, Harper High School, District #66, Harper, Oregon.

The class begins by exploring individual values, interests, abilities, then guides the students through a career investigation and search process. Each section is divided into related activities which meet the Oregon career education goals as noted.

238 pages. Sample pages are enclosed.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

TABLE OF CONTENTS

I. INTRODUCTION	STATE GOAL:
II. WHO AM I:	3.4 & 3.6
III. PRE-TEST/POST TEST:	1 - 5
IV. LEARNING ABOUT ONESELF	3
A. VALUES	3.6
B. DECISION-MAKING	4.1
C. LIFE-STYLES	3.7, 1.8
D. COMMUNITY RESOURCES	1.7 & 1.9
E. WORKING RELATIONSHIPS	3.6, 3.5, 3.8, 3.9
F. OCCUPATIONAL INFORMATION	2.8
G. PARENTAL INVOLVEMENT	4.1
H. TESTING	1 - 5
V. CAREER CLUSTERS	2 & 3
VI. HELP WANTED ADS	4.6
VII. JOB READINESS	4
VIII. GETTING A JOB	4
A. LETTERS OF APPLICATION: NOW AND FUTURE	4.6
B. RESUMES: NOW AND FUTURE	4.6
1. POCKET RESUMES	
C. APPLICATION FORMS: NOW AND FUTURE	4.6
D. INTERVIEWS	4.7
E. FOLLOW-UP LETTER	4.6
F. HOLDING YOUR JOB	4.2
IX. COLLEGE PREPARATION	1.5
X. RESEARCH PAPER	1.5
XI. SHADOWING, FIELD TRIPS, AND GUEST SPEAKERS	2.5
XII. OCCUPATIONAL RESOURCES	2.7 & 2.9
XIII. REFERENCES	

HOW DO I FEEL ABOUT LIFE?

1. When comparing myself with other people my age, I think:
 - a. Most people are better than me
 - b. I am as good as anyone
 - c. I am better than most people
 - d. We are all about equal
2. I think life is:
 - a. Fun and exciting
 - b. Boring
 - c. Will be better when I'm older
3. The best things in life are (circle as many things as you like):
 - a. Parents
 - b. Friends
 - c. Sports
 - d. School
 - e. Pets
 - f. Church
 - g. Other _____
4. I think life is for:
 - a. Making myself happy
 - b. Making others and myself happy
 - c. Making others happy
 - d. Growing up and working and raising a family
 - e. Making money
 - f. Doing whatever I want to do
5. Life would be better if (circle as many as you want to):
 - a. I had more money
 - b. I were older
 - c. I had more friends
 - d. People would worry about others more than about themselves
 - e. There were more hours in a day
 - g. I didn't have to go to school
 - f. I could travel more
 - i. People would just leave me alone
 - h. I could leave home
 - k. People would stop telling me what to do
 - j. My parents would listen to me
 - l. I could do whatever I wanted
6. I like (circle as many as you wish):
 - a. My parents
 - b. My brothers
 - c. My sisters
 - d. Where I live
 - e. Our house
 - f. This school
 - g. Most of my friends
 - h. Someone I wish were my friend
7. To make a living, I would like to be a _____
8. The most important occupation for a person today is:
 - a. doctor
 - b. lawyer
 - c. teacher
 - d. construction worker
 - e. engineer
 - f. scientist
 - g. farmer
 - h. businessman
 - i. soldier
 - j. electrician
 - Other _____
9. The most important reason for choosing one job over another is:
 - a. To choose the one that pays the most.
 - b. To choose the one that you like -- even if it pays less.
 - c. To choose whatever is available when you are looking.
10. It is important to me to have friends. YES _____ NO _____
11. My best friend is _____
12. My friends are always honest _____
13. My friends sometimes act kind of silly _____
14. My friends are smarter than I am _____
15. My friends are not as smart as I am _____

P.I. No. 1.1.3 *

Title: CALIFORNIA OCCUPATIONAL
PREFERENCE SYSTEM



Activity

Suggested Instructional Goal:

Given an opportunity, the student will define the kinds of work in which he/she is interested in doing based on interest, ability and values.

Grade Level:

9-12

Subject Matter Area:

Any

Time:

COPS- 1 Class Period
COPES- 1 Class Period
CAPS- 2 Class Periods

**Number of
Students:**

Total Class

Materials:

California Occupational Preference Test Materials
COPS--Interest Test and Profile Guide
COPES- Values Test and Profile Guide
CAPS- Aptitude Test and Profile Guide

Procedures:

The COPSsystem (Career Occupational Preference System) provides a career awareness unit based on interest, ability and value scores keyed to occupational clusters, job information and curriculum. Scores used in interpretation are based on three instruments: (1) the California Occupation Preference System Inventory (COPS Inventory) measuring interests, (2) the Career Ability Placement Survey (CAPS) measuring abilities, and (3) the Career Orientation Placement and Evaluation Survey (COPES) measuring work values.

1. Prior to administration of the COPS Inventory, students should be provided with a description of the System and informed about the kind of information which they can expect to obtain as a result of having completed the Inventory.
2. The COPS Inventory is essentially self-administering. Instructions are printed on the front of the booklet. Students may read the instructions to themselves proceeding then to open the booklet and respond to each item. For classroom administration the teacher may read the directions aloud while the students read the silently. The examiner may also mention that the Inventory is not a test in the usual sense, but a means for the students to indicate their degree of like or dislike for activities performed in a great many occupations. There is no time limit, but almost all students should be able to respond to all the items within 30 minutes.

* California Occupations Preference System by EdITS

JOB APPLICATION FORMS - Assignment # 2:

On the following pages you will find 3 job application forms. They are from:

1. Safeway Stores, Incorporated
2. Weyerhaeuser Company
3. Dandy Restaurants, Incorporated

Fill out each form completely and accurately. Don't forget NEATNESS. Follow these rules:

1. Print in ink, or type all information.
2. Fill in all the blanks. If the question does not apply to you, write N/A.
3. Be sure your information is correct and accurate. Refer to page 32.

OBJECTIVE 7: Develop skills for job interviews and properly go through the procedure.

LEARNING ACTIVITIES:

1. Study outline procedures for proper interviewing.
2. Role plan an interview. (You pick the type of job to interview for.)
3. Video tape an interview.
4. Interview with an actual employer.
5. Have a job interview rating sheet filled out by employer after each interview.
6. Write a thank-you note to the interviewer for his time.
7. Summarize the key questions you were asked during the interview.

STUDENT OUTCOMES:

The student will be able to:

- 7a. Successfully perform a job interview.
- 7b. Perform a successful interview on video tape.
- 7c. Interview with an actual employer.
- 7d. Explain why people do and don't get jobs they apply for.

12. **CAREER AWARENESS/EXPLORATION KIT, GRADE 9-12**

Curriculum Coordinator
Oregon Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97918
(503)378-2717

The 9-12 Career Awareness/Exploration/Preparation Curriculum Kits were designed to meet the expressed need for goal-based Career Awareness, Exploration and Preparation materials that can be incorporated into the teachers' present instruction program.

These kits, available since 1979, are based on five program goals which are mastered by a set of course goals, performance indicators, instructional goals and classroom activities.

Approximately 400 pages.

AVAILABLE AT LOCAL ESD FROM REGIONAL COORDINATOR.

13. **CAREER DEVELOPMENT GUIDE**

Springfield School District #19
525 Mill Street
Springfield, Oregon 97477-4598
(503)747-3331

The Guide contains a Planned Course Statement, and Course Outline for the career development classes at Springfield and Thurston High Schools.

ENCLOSED. For additional information contact: Hartley Troftgruben
Springfield School District #19
525 Mill Street
Springfield, Oregon 97477-4598
(503)747-3331

Career Development Guide

Introduction

This guide was revised in a summer workshop and should provide Career Development teachers with some direction for teaching this course. It should also provide other staff with background information needed for curriculum coordination.

This course meets the 1980 Oregon State requirement for 1/2 unit of Career Education, and is required of all ninth grade students. Students who fail the course must repeat the class. Students will also be able to take the Career Education competencies in this course.

Resource assistance with the teaching of the course is available from the Career Center in each high school and the District Career Education office.

Contents of the Guide

Planned course statement

Course outline

Resource Notes

Appendix:

- #1 Effective Resources and Techniques in Conducting the SUTOE (Career Development) Course
- #2 Parent letter (sample)
- #3 Jobs for the Future
- #4 Guidelines for Career Education Community/Parental Involvement
- #5 Oregon State Clusters
- #6 1983 Manpower Information
- #7 A Guide to Involvement of Resource Persons in Career Education
- #8 Career Cluster Program
- #9 Lane Community College - Slide/Tape Library
- #10 Certificate of Appreciation - Career Education (sample)

Guide developed by:

Bill Hemphill, Springfield High School
Gene Morgan, Springfield High School
Peter Schull, Springfield High School

Darl Hunt, Thurston High School
Jess Drury, Thurston High School
Hartley Troftgruben, Administration

June, 1983

PLANNED COURSE STATEMENT

(2)

Springfield School District No. 19

Date June, 1983 School SHS/THS

Department Social Studies

Area (s) of Study College/Exploratory/Occup.

Course Title Career Development

Course Number _____

Length of Course Semester

No. of Credits .5 Grade Level (s) 9th

Prerequisite (s) None

Credit by Exam Available? Yes _____ No X

Check One:

- ☒ Required
☐ Selective
☐ Elective

Alternative Learning Opportunities (check one or more)

- ☒ Does Not Apply
☐ Independent Study
☐ Off-Campus Experience
☐ Other (Explain in Course Overview)

1. COURSE OVERVIEW

Career Development is a required course designed to create opportunities for students to develop an awareness and understanding of Self-Awareness, Job Economics, and Job Search and Research.

2. COURSE GOALS (Stated in terms of Student Outcomes)

The student will be able to:

1. develop an awareness concerning three general topics relating to the world of work.
 - a. Self-Awareness - identification of abilities, interests, aptitudes, and feelings and their influence upon job selection and success.
 - b. Job Economics - employment, employer, employee institutions and processes operating in our capitalistic system.
 - c. Job Search - identification and consideration of potential employment, training, and experience opportunities and the techniques for their utilization.
2. develop skills of identification, analysis, and communication.
3. develop ideas, ideals, attitudes, and feelings which may enable him/her to experience success in future activities.
4. collect sufficient information to pass the required competency tests which apply to career education.

3. MINIMUM GRADUATION COMPETENCIES

- V27 a. Given unsafe work situations, the student will be able to identify the situation as unsafe and determine a proper method of correction.
b. Given a list of attitudes found in employment situations, the student will be able to identify those which are positive and negative or necessary to maintain employment.
- V28 The student will identify at least one occupation consistent with personal interests and values and will develop a list of requirements and training by using resources such as the Career Information System, telephone, manuals, etc.
- X29 Given a job of the student's choosing, the student will complete a job application.
- X30 Given a job of the student's choosing the student will interview for that job.

Wood copies to
White - Director
Yellow - Principal
Pink - Teacher

Career Development
Course Outline

A. Self-Awareness

1. Work Ethic

- a. Protestant Work Ethic
- b. Work Incentives
- c. Importance of Work in Society

2. Self-Evaluation

- a. Interest
- b. Values
- c. Abilities
 - 1. Job/training relationship
 - 2. Training available
 - 3. Ability inventories
- d. Goals
 - 1. Identify educational, vocational, avocational life goals
 - 2. High school education
 - 3. Post-high school education

3. Stereotyping

B. Job Economics

1. Economics

- a. Vocabulary
- b. Capitalistic System
- c. Productivity
- d. Types of Unemployment
 - 1. Structural
 - 2. Cyclical
 - 3. Seasonal
 - 4. Functional

2. Income

- a. Commission, salary, piece work, wages, profit income
- b. Fringe benefits
- c. Taxes/deductions

3. Social Security System

4. Work Laws for Minors

5. Budgeting

6. Checks

7. Labor Negotiations

Course Outline (continued)

C. Job Search

1. Employment Information
 - a. Newspaper
 - b. Employment Agencies
 - c. Friends and Relatives
 - d. Personnel Offices
 - e. C.I.S.
 - f. Competency 28 - Requirements and Training for a Job
2. Application Procedures
 - a. Resumé
 - b. Letter of Application - Cover Letter
 - c. Application for Employment
 - d. Competency 29 - Job Application
3. Job Interview
 - a. Question-answer strategies
 - b. Interview techniques
 - c. Competency 30 - Job Interview
4. Study Occupational Clusters
 - a. Identify and Define Clusters
 1. C.I.S. cluster
 2. High school cluster
 3. State cluster
 4. Federal cluster
 - b. Selection of a Cluster
 1. Exploration of clusters
 2. Study of specific cluster or occupation
 - a. Nature of work
 - b. Working conditions
 - c. Places of employment
 - d. Training - other qualifications - advancement
 - e. Employment outlook
 - f. Earnings
 - g. Related occupations
5. Job Safety & Work Attitudes
 - a. Work relationships
 - b. Importance of job safety
 - c. Competency 27 - Job Safety/Work Attitudes

"Resource Notes for New Teachers"A. Self-Awareness

1. Stereotyping

- a. "Steve & Barbara" (Hemphill)
- b. Film: "Doing What You Like" - available from the State Department of Education, Vocational Ed. Division. Call District Career Education Office (215).

2. Self-Evaluation

- a. Succeeding in the World of Work, Student Workbook (pp. 65-100)
Contains tests to measure values, abilities, interests
- b. 1. Goals - Janus Series (Hunt)
2. 4-Year Planning Guide (Morgan)

3. Work Ethic

- a. Reasons People Work (Hemphill)
- b. "Little Red Hen Revisited" (Hunt)

4. Rights & Responsibilities

- a. Student Rights & Responsibilities Handbook
- b. Dick Lowry - County Juvenile Dept.
- c. Work Permit Application
- d. Career Ed. office (ext. 215) - Guest speakers

B. Job Economics

1. Unions

- a. Succeeding in the World of Work, pp. 62-64
- b. Use AFL-CIO Locals (Morgan)
- c. The Unions - Alvin Schwartz (Schull)
- d. General Business - Chapter on Unions (Hemphill)

2. Taxes/Deductions

- a. "Survival Education" (Hemphill)(Hunt)
- b. Handouts (Hemphill)
- c. "The Fringe Fever" - Career World (Hunt)

3. Social Security

- a. Speaker: Ben Taitel - Social Security office - 687-6777
- b. Pamphlet: "Social Security Information for Young Families" (Hemphill)
- c. Application for Social Security Card (Career Center)
Note: Have students complete. This is required for employment.

4. Minor Work Laws

- a. Pamphlet: "Employment of Minors" - Oregon Department of Labor or Career Ed. office.
- b. Video Tape: John Lessel - one/school
- c. Application for Work Permit. Have students complete. Work permits are required for most jobs.

5. Economics

- a. Computer "Market" game - OTIS
- b. Film: "Chickenomics" - E.S.D.
- c. "American Economic System" (Morgan)
- d. Dollars & Sense (Hunt)
- e. Productivity (Hunt)
- f. Employment (Hunt)
- g. "You as a Producer" (Hemphill)
- h. Give & Take series - E.S.D.

6. Budgeting

- a. The American Consumer - Chapter 3 (Hemphill)
- b. Handouts (Drury)
- c. Succeeding in the World of Work, pp. 167-178
- d. "First Apartment" (Hunt)

7. Checks

- a. Survival Education (Hemphill)
- b. Succeeding in the World of Work, Chapter 15

C. Job Search

1. Application Procedures

- a. Resumé - Teacher materials, CIS
- b. Cover Letter - Teacher materials, CIS
- c. Application for Employment - Teacher Files & CIS
- d. Films - Lane ESD

2. Employment Information

- a. Want Ads - Handouts (Hemphill)
- b. Employment Agencies, Friends, Relatives, Personnel Offices, CIS, JANUS, Interview Guide (See Jobs for the Future, Appendix #3)

3. Interviewing Techniques - CIS Empl. 9953

Use resource people, administrators, teachers, counselors, etc.

4. Study Occupational Clusters

- a. CIS, High School, State, Federal lists
(See Appendix #5 - Oregon State Clusters; Appendix #6 - 1983 Manpower Information; Appendix #8 - Career Cluster Programs - 1983)

"Resource Notes for New Teachers" (continued)

- b. Selection of Cluster (D.O.T. - Vol I; Occupational Outlook Handbook)
 - c. Guest Speakers
 - 1) Sources
 - a) work experience coordinators
 - b) cluster teachers
 - c) career center
 - d) CIS
 - e) Career Education Office (ext. 215)
 - 2) Guidelines
 - a) Letter to Parent - Appendix 2
 - b) Guest Speakers section - Appendix 1
 - c) "Guidelines for Career Education Community/Parental Involvement" (Appendix 4)
 - d) "A Guide to Involvement of Resource Persons in Career Education" (Appendix 7)
 - 3) Certificates of appreciation are available from the Career Center to be given to resource people. Be sure you get the certificate meant for resource people, not the one intended for cooperative work experience. Sample - Appendix 10
 - d. Telephone conversation - Visit File
 - e. Magazine articles
 - f. Field trip - group, individual
 - 1) Guidelines for Career Ed/Career Development group field trips
 - Occupations at sites should be predominantly from Oregon State clusters (Appendix 5)
 - Site should provide a wide variety of occupations within a cluster, e.g., machinists, welders, and draftpersons, not just welders.
 - Exceptions to the above should be of low priority.
 - 2) "Transportation - Educational Trips, Administrative Guidelines," Rev. 1982. Copy available in your building.
 - 3) Tour: LCC - 747-4501 ext. 2688
 - g. Films
 - 1) Lane Community College (Appendix 9)
 - 2) Eugene Register Guard
 - 3) Lane E.S.D.
 - h. Tour of school cluster areas - See vocational Department Heads
 - i. Competency 28 - Requirements and Training for an Occupation
5. Job Safety & Work Attitudes
- a. Film: Leo Beverman
 - b. "Memo From The Boss" (Hunt)
 - c. "Reasons (Pos. & Neg.) Why People Do Not Get Hired" (Hemphill)
 - d. Speakers
 - e. Safety slides, material from SAIF, etc.
 - f. Safety handouts

14. OCCUPATIONAL OUTLOOK HANDBOOK

U. S. Department of Labor
Bureau of Labor Statistics
415 Golden Gate Avenue
Box 36018
San Francisco, California 94102
(800)227-0803

The OCH discusses nearly 190 occupations in detail and presents information in tabular form on 200 additional occupations. This widely used national publication contains projections of the labor force, industrial output and employment, and occupational employment.

The 1986-87 OOH is now available.

AVAILABLE FROM BUREAU OF LABOR STATISTICS. APPROXIMATE
COST - \$21.00.

15. CAREER INFORMATION SYSTEM

CIS
1787 Agate Street
Eugene, Oregon 97403
(503)686-3872

The Career Information System (CIS) is Oregon's State-based career information delivery system. CIS provides computerized and printed occupational and educational information for the state's schools, colleges, employment and vocational agencies, libraries and other organizations. CIS a self-supporting public consortium of user sites, administered by the University of Oregon. Membership in the consortium is required to access its services, information and materials.

CIS produces a full range of current, accurate, and comprehensive national, state, and local information for career decision makers. The system includes information on Oregon occupations, industries, post-secondary programs of study and training, Oregon post-secondary schools, national colleges and universities, apprenticeship, financial aid, job search, self-employment, and military careers. Career development software and materials are also available.

CONTACT CIS FOR MORE INFORMATION, FEE SCHEDULE, AND ORDER
FORM.

16. CHOICES: A YOUNG WOMAN'S JOURNAL FOR SELF-AWARENESS & PERSONAL PLANNING

Advocacy Press
P. O. Box 236
Santa Barbara, California 93102

Thinking about the future is a new experience for most young women, it is exciting to imagine the adventures that await you, but it is worrisome, too. College? A job? Marriage? Children? How will you know what is right for you? Young women today have to make some difficult decisions.

"Today we know that being unable to support yourself is a risky way to live."

". . . it is now acceptable for a women to be anything . . . Your imagination and ambition are the only limitations."

"This book is devoted to help you make the best decisions about you. The time to start thinking about your future is now."

The book contains reading, writing and research exercises covering attitudes and where they come from, values and goal setting, decision-making, assertiveness, family planning, skills identification, non-traditional careers, career planning and financial aid for school or training.

240 pages. Sample pages are enclosed.

AVAILABLE FROM ADVOCACY PRESS. COST - \$12.95.

Contents

Introduction		7
Chapter one	Not Such Great Expectations Attitudes and where they come from	9
Chapter two	Being a Woman Isn't Always Easy Greater awareness can help you handle choices	35
Chapter three	The High Cost of Living Could you support a family on your income alone?	45
Chapter four	Knowing What You Want Out of Life Values and goal setting	87
Chapter five	How Do You Get There From Here? Decision making	115
Chapter six	Getting What You Want Assertiveness	141
Chapter seven	What About Marriage and Children? Family planning	151
Chapter eight	What Can You Do? Skills identification	173
Chapter nine	Why Not Be a Plumber, Jockey or Engineer? Non-traditional careers	181
Chapter ten	Putting It All Together Career planning	195
Chapter eleven	Yes, You Can! Financial aid for school or training	211
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Bridge the Generation Gap

Interview two women (your mother, another woman who is important to you, like your grandmother, a teacher you admire, or an employer). One of the women you interview should currently have a full-time job. Discover how they felt about being women as they were growing up and how they feel about the roles of women today.

PERSON I INTERVIEWED: _____

RELATIONSHIP: _____

DATE: _____

ASK THESE QUESTIONS:

Do you think girls are raised differently than boys? If so, in what ways?

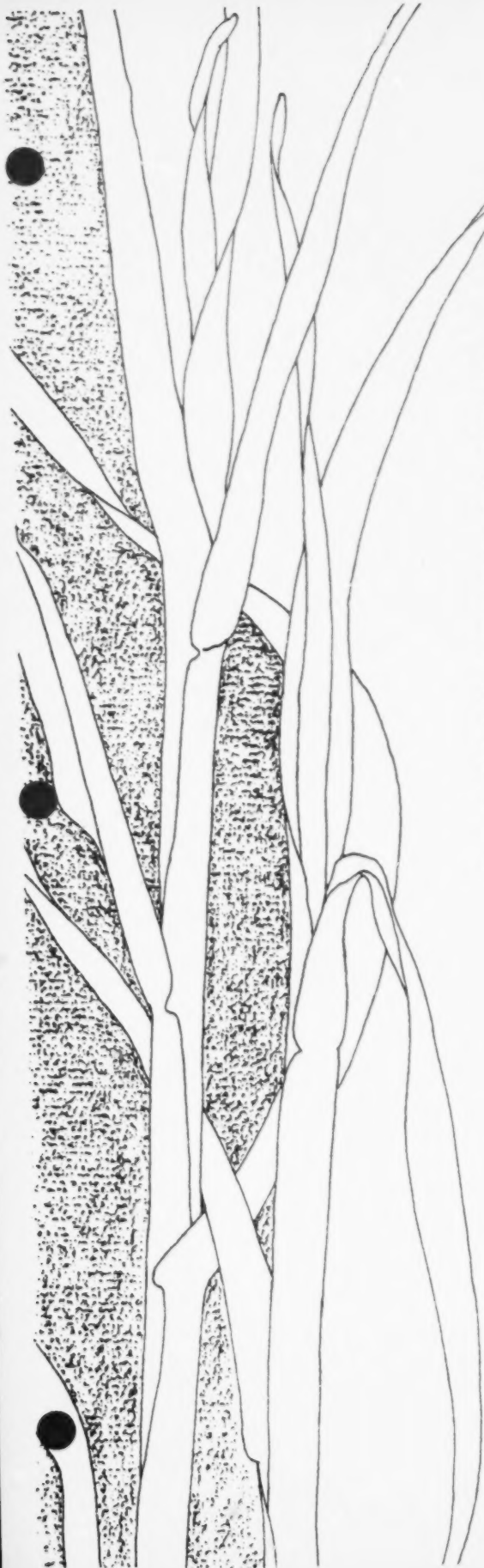
Do you think you were treated differently because you were a girl?

Should young girls today prepare for a career outside the home? Why or why not?

If you could relive your life, what changes would you make in it?

Women play many important roles in their lives. Which do you think should be most important?

If you were going to give me one piece of advice about my future, what would it be?



Toni's Story

When I finished high school I wasn't sure what I wanted to do. I knew I'd had enough of school for awhile, so I went to work for the telephone company.

After a year, the telephone company offered me training and I found I really enjoyed it. I received many promotions that have led me to the job I have today. I'm very happy with my work. However, my parents are really upset. They want grandchildren and don't understand how I could choose the lifestyle I have. All my friends from high school are married and they can't see why I don't find the right guy and settle down. I haven't found him yet, and, frankly, I'm not sure marriage is for me. I wish my family and friends would understand.

Does Toni have a problem? Or is it her family and friends who need to change?

Can you see yourself living happily as a single woman?

Why or why not?

Check the column that most closely matches your feelings.

[illegible]

1. I would rather have a large expensive house than own a work of art.
2. I like to go places with my friends.
3. I'd really like to travel to far away places.
4. I think music and art should be required in our schools.
5. It is important that my family does things together.
6. I like to make things.
7. I would rather be president of a club than just a member.
8. I'd like people to know that I've done something well.
9. I like to read books that help me understand people.
10. If I had talent, I'd like to be on TV.
11. Having an expensive car is something I'd really like.
12. If I could, I'd like to make a movie that would make people aware of injustice, and would improve the conditions it described.
13. I'd rather be rich than married.
14. I like writing stories, plays, or poetry.
15. I like to try things I've never done before.
16. I enjoy doing different things.
17. It is important to be proud of what I do.
18. If my friends want to do something that I think is wrong, I will not do it.
19. I'd like to accomplish something in life that will be well known.
20. A strong family unit is essential to me.
21. I would disobey a boss who asked me to do something against my principles, even if it meant being fired.
22. It is important for me to have a good understanding of history.
23. If I could, I'd like to be president.
24. It would be fun to climb mountains.
25. It is very important for me to live in beautiful surroundings.
26. I like to go to parties.
27. It is important to have very good friends.



Decision Making: A Lifelong Process

Making decisions starts in infancy and continues throughout our lives. The kinds of decisions we make change as our lives progress. For comparison, list some decisions a person might make at the ages given here.

5 years old _____

15 years old _____

20 years old _____

40 years old _____

Whether you realize it or not, decisions you make in your teens can affect your whole life. You will decide about your future training and education and how you will cope with social issues and friendships. You will have to deal with love, and, quite possibly, drugs or alcohol.

Pressure from peers makes decision making more difficult. The following responses are often heard when teen-agers attempt to influence someone else's moral decision.

"Come on, you're not a kid anymore!"

"Everybody's doing it!"

"If you loved me you would."

"Are you chicken?"

While you are learning and growing, you may not have had enough experience to make informed decisions. Gradually, it will get easier. Ideally, you will learn to consider logical alternatives. Yet, even then, you may be tempted to rely on feelings, or pressures from others. Usually a combination of factors will affect your decisions. However you do it, decision making can't be avoided.

17. **CHALLENGES: A YOUNG MAN'S JOURNAL FOR SELF-AWARENESS
& PERSONAL PLANNING**

Advocacy Press
P. O. Box 236
Santa Barbara, California 93102

"Getting your act together is what this book is all about. What kind of a future would you like to have? College? Marriage? Parenthood? Have you thought about what kind of work would be most rewarding, or what sort of activities give you the most pleasure? This journal helps you record your own thoughts and feelings, organize your life today, your plans for tomorrow and keep score on how you're doing."

The above is an introduction to "Challenges". The book contains reading, writing and research exercises covering attitudes and where they come from, values clarification and goal setting, decision-making, assertiveness, skills identification, non-traditional careers and life-styles, career planning, and financial aid for school or training.

240 pages. Sample pages are enclosed.

AVAILABLE FROM ADVOCACY PRESS. COSTS - \$12.95 + \$1.50 for shipping.

"CHOICES" and "CHALLENGES" are companion books.

Many of the activities are deemed appropriate for use with special needs students.

ontents

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Attitudes: How Will Yours Affect Your Future?

Your life choices are affected by attitudes — your own, and the world's. Because these attitudes play such an important part in your life, we must examine them carefully. Men and women today have more freedom and choices than ever before. Sometimes it can be confusing.

Since the changing role of women will affect your future, it's important to know how you feel now. Your opinions will create your attitude toward relationships and work. To help sort out your opinions, complete the following exercise.

ATTITUDE INVENTORY

Instructions: Put a check mark in the column that best describes how you feel.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Women with preschool children should not work outside the home.					
2. The mother should be awarded custody of the children when a couple is divorced.					
3. Divorced men should not have to assume support for their children.					
4. Boys are more intelligent than girls.					
5. If a working couple buys a house, the husband should make the house payments.					
6. At work, women are entitled to use sick leave for maternity leave.					
7. If a woman works outside the home, she should be responsible for the housework as well.					

How do *you* feel about expressing emotion? Answer the questions below.

Do you think boys are raised to think differently about their emotions than girls are? If so, how?

Should a man control his emotions at all times? Why or why not?

How do *you* feel when you are with a close male friend who is very upset emotionally and shows it openly?

Under what circumstances do you think it is all right for a man to cry?

Who was the first person to say to you something like, "Now, now, be a man and don't cry"?

What are acceptable ways to show anger or rage? What are some unacceptable responses to show anger or rage?

Do you think that bottling up emotions can cause physical illness?

How do you think a father should express his love for his son?

Do you think society has placed more restrictions upon you as a male regarding expressing emotions than upon females? If so, in what ways?

Does expressing emotions openly make you any less a man?

Ask The Man Who Knows

One of the best ways of learning about the new options available to you is to talk with people who are trying to live their lives differently. Do you know any men with non-traditional jobs? (Nursery school teacher, phone operator, etc.) Or a single father raising a family? A man who takes primary responsibility for the maintenance of the home (househusband)? Do you know couples who are trying to share equally in the economic and domestic responsibilities? These people are the new pioneers. They can teach you a lot. Interview at least one person, using these questions as a guide.

Person interviewed _____

Job title/lifestyle _____ Date _____

Why did you choose the career/lifestyle you did?

What has been the most satisfying part of your change?

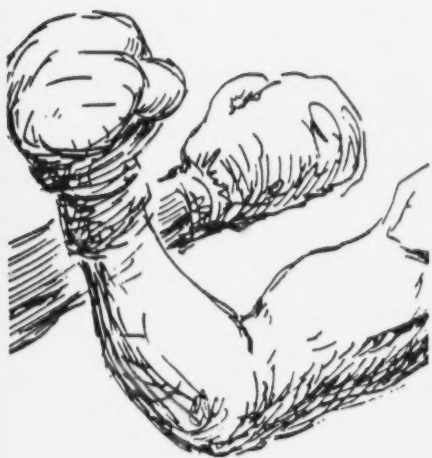
What has been the most difficult part of your experience?

If you had to do it over again, would you?

If not, what other choice would you make?

What advice would you give me, as a young man ready to start preparing myself for a career?

Listing alternatives and carefully evaluating the choices provides a framework for clear and logical thinking. Let's examine the process in working through another sample decision.



Anthony's Story

Anthony, a high school senior, has decided that he wants to go to college. Anthony has fairly good SAT scores and a 3.2 GPA. He's not sure what he'd like to major in, but he would like to live away from home. His parents can give him some financial support, but he will need a loan or a scholarship if he wants to go to a four-year school and live on campus. A community college (two-year school) is close by. If he attended it, he could live at home and only pay for books. A state college he is considering is also in town. It has dormitories. Living on campus would require minimal financial aid. Anthony has always dreamed of going to a private university. The one he has in mind is about a two-hour drive from his home, and he would need a great deal of financial aid to attend. He's worried about the difficulty of university classes even if he is accepted.

Anthony's goal: To attend college.

What are his alternatives? _____

What does he need to know to evaluate his alternatives? _____

List the advantages and disadvantages of each alternative that can be determined from what you know about the situation.

Alternatives	Advantages	Disadvantages

THIS LIST IS NOT MEANT TO BE ALL INCLUSIVE. Many other good materials are available. Check with your Regional Coordinator at the local ESD to see what is already on hand.

Sam Banner
Malheur ESD
P. O. Box 156
Vale, Oregon 97918
(503)473-3615

Bill Brown
Klamath Co. School District
334 Main
Klamath Falls, Oregon 97601
(503)883-5000

Lowell Chamberlin
Coos ESD
1350 Teakwood
Coos Bay, Oregon 97420
(503)269-1611

Marv Clemons
Lane ESD
1200 Highway 99 North
Eugene, Oregon 97402
(503)689-6500

Pete Craemer
Jackson ESD
101 N. Grape
Medford, Oregon 97501
(503)776-8593

Multnomah ESD
220 SE 102nd Street
P. O. Box 16657
Portland, Oregon 97216
(503)251-7419

Jim Davison
Union ESD
1100 "K" Avenue
La Grande, Oregon 97850
(503)963-4106

Patricia Hindman
Marion ESD
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Salem, Oregon 97303
(503)588-5330

Wayne Johnson
Linn-Benton ESD
905 SE 4th Avenue
Albany, Oregon 97321
(503)967-8822

Ernie Keller
Wasco ESD
Hammel Building
422 E. 3rd
The Dalles, Oregon 97058
(503)298-5155

Ron Munkres
Washington Co. ESD
17705 NW Springville Road
Portland, Oregon 97229
(503)645-4242

Sam Pambrun
Umatilla ESD
404 SE Dorion, Box 38
Pendleton, Oregon 97801
(503)276-6616

Dale Perkins
Clatsop Community College
16th and Jerome Streets
Astoria, Oregon 97103
(503)325-0910

Clackamas ESD
Marion Hall
Marylhurst Campus
Marylhurst, Oregon 97036
(503)635-4341

Les Martin
Douglas ESD
1871 NE Stephens Street
Roseburg, Oregon 97470
(503)440-4777

Jefferson ESD
c/o Frederick Boyle, President
Central Oregon Community College
NW College Way
Bend, Oregon 97701-5998
(503)382-6112